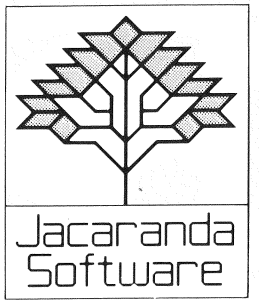

Goldfields

Teacher's Guide

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Guidelines

General information

Goldfields contains the following components:
a floppy disk,
a Teacher's Guide containing
  guidelines and
  suggested activities,
a copy of *A Goldfields Journal,*
black line masters of
  a key words summary sheet,
  a diary sheet and
  a sheet with a bank draft and three share certificates,
a poster with a map and getting started information on it.
Note: Teachers can copy the *Goldfields Journal,* the black line masters and the program disk only for use in the educational institution for which they were purchased. In these circumstances, no payment for copying is required by the publisher. It is recommended that you keep the original disk for backup and use a copy.

Introduction

Goldfields simulates a nineteenth century goldrush – players can make decisions in situations consistent with the place and time. Similar rushes took place in Australia, Canada, New Zealand and the United States of America, although *Goldfields* uses a lot of Australian idiom.

The names of people and places in *Goldfields* may be fictional, but the situations are based on fact.

Although *Goldfields* may be used in isolation from normal school programmes (it is an enjoyable game in its own right), its best application is when incorporated with a carefully planned unit on gold.

Goldfields is primarily intended for use in upper primary and lower secondary social studies classes, but cross-curricula studies can be based on it. Possibilities exist for research, creative writing, drama, art, oral work and the development of some arithmetic skills.

Individuals or groups must plan to succeed in the environment. Where a group is playing, the members should discuss their ideas and clarify their reasons for making particular decisions.

Aim of the program

The aim of the game is to give students a "feel" for the social history of the goldrushes. This is achieved by working in a gold-mining area.

Students will need to

- read and comprehend text information and instructions,
- draw inferences from their own experiences and life skills,
- use experience and reading to improve results,
- make logical assessments of situations as they arise,
- take notes and recognise key words for later use, and
- discriminate between fact and fiction.

About the program

The players are "new chums", recent arrivals at Suze Port, in the year 1854. Players are given a "year" to "make their fortune" on the goldfields. Before beginning the simulation, the class should discuss the criteria for success – the computer makes no judgment. After a "year", players can obtain a summary of their experience and posessions and may continue for another year. Students should develop an understanding of the concepts behind *Goldfields* when they are familiar with all aspects of the program. While subsequent games will show the benefits of experience, players can be successful and become wealthy in the early stages if they read and research the *Goldfields Journal* carefully.

Penniless, they first must reach the mining area. How do they get there? (It is a long walk.) What equipment do they take?

Sections of the *Goldfields Journal* hold clues on survival. Some unpredictable things may happen – players should look after their health and try not to fall foul of the law.

When seeking gold they may choose from various mining locations, each with its own peculiarities. Sometimes there are rumours of a secret mine.

If the diggers find gold, they can exchange it for money, but exchange rates vary, depending upon one's location.

In Fields Town there are opportunities for other work. Employment is offered in the hospital, at the store, in the hotel or at the market gardens just out of town.

The kitty

This is an information screen that records a miner's fortunes and misfortunes throughout the game. It is inspected by entering "@" at any time. The kitty lists all gold and money held, the exchange rate of the day, and any equipment and property owned. It also notes a player's experiences, including a resumé of health and legal status (honest, petty criminal, etc.).

A summary of kitty information appears at the bottom of most screens.

Prerequisites

Goldfields is suitable for anyone who might be interested in the place gold mining occupies in our history. School children might study this topic as early as year 5 (about age 10), studying more sophisticated concepts in later years.

As the program is experiential, students who are unfamiliar with the historical background will not be handicapped. They can still participate and pick up (or deduce) information from the program and the documentation.

Students should also be able to

- start the program (disk)
- know the location of significant keys and the SPACE BAR, and
- enter text and press the RETURN key when required.

Playing time and saving

Play continues for one year (365 days) and can be extended for a second year. The game can be saved at any stage and resumed later. To save a game, enter @ and select C (save the game) from the menu. An identification number shows on the screen; players must write this down.

Although there is an option to play for a second year, it is recommended that players begin a new game so they can experiment with new situations and compare the results with former decisions. Thus players can improve their *Goldfields* experience.

Teacher involvement

Teachers need not provide specific help, because the program holds all the instructions required. Students are likely to learn more by making mistakes and correcting them than by being guided. Adult help might be needed when students are consulting the *Goldfields Journal,* particularly sections containing new words and concepts.

Activities section

The teacher directed activities are contained here in two sections:

- overview 1 (primary and secondary),
- overview 2 (for secondary).

The themes chosen for both overviews are orientated towards Social Studies; however, the majority of sample activities are interdisciplinary, ready for modification to suit particular programme needs. Both overviews are divided into four sections:

- information objectives (general understanding),
- skills objectives,
- values objectives,
- sample activities.

Ideas for enrichment

These extension activities are included to provide guidelines for activities in two areas:

- descriptive and interpretive skills for photographs and drawings;
- further insight (or empathy) as students reflect on and justify what they would have done if confronted with certain situations.

Overview 1

"People and events of the past influence the way in which we live."

Information

Note: The points in the information, skills and values sections correlate.

1. Name or recognise the names of prominent goldfields personalities.
2. Name or recognise the names of important gold-mining towns and locations.
3. Place the discovery of gold in its historical context (e.g., compare the times of the West Australian and Queensland rushes with those in Victoria and New South Wales, and note any differences this made).
4. Appreciate aspects of life peculiar to the gold era.
5. Understand the importance of gold discoveries to local areas and the nation.
6. Name or recognise current significant mining locations (gold and other).

Skills

1. Research and note taking, biography writing.
2. Research, map identification, terrain and climate indicators.
3. Research and time-line construction – **(a)** gold related to significant historical events in Australia, **(b)** important events pertaining only to gold.
4. List key words. Generalise about goldfields life: travel, dress, camps, etc.
5. Discuss and list the short and long term results: political, economic, demographic, social and enviromental.
6. Locate existing mining towns. Note their type, inception and growth.

Values

1. Are these characters worth a place in history? How much is folklore?
2. Was gold good for towns? List beneficial and detrimental affects.

3. Justify gold's place in our history compared with that of convicts, squatters, land-settlement schemes, exploration and immigration.
4. Did any aspects of goldfields life create permanent changes?
5. Did the positive results of the discovery of gold outweigh the negative results?
6. Do modern mining towns have their own peculiarities and problems?

Sample activities

1. Life on the goldfields can be discussed/researched under various headings:
   transport – the roads, vehicles, distances, costs, suppliers, stock (remembering the camels used in the desert);
   supplies – transportation, expense, food, equipment, water, demand;
   medical facilities – disease, doctors, hospitals, bush medicine;
   mining – methods, difficulty, isolation, success, terrain, claims;
   camps – work, housing, supplies, law, recreation, populations, mateship;
   law – licences, crime, justice, mateship, officials;
   towns – business, facilities, growth.
2. How did alluvial and shaft workings differ?.
3. Who benefited by the discovery of gold? Gold benefited which sections of society, in what way? Explain from some of the following points of view: farmer, miner, policeman, banker, squatter, exporter/importer, butcher, priest, labourer, convict.
4. List some of the problems caused by gold. Rank them in order of importance to you. Compare your results.
5. Immigrants were attracted by gold discoveries. Write an essay from a new arrival's point of view:
   Who are you?
   Where are you from?
   What problems confront you?
   List your aims/hopes.
   Will you stay in this country?
   Why?

6. Write an obituary, radio story or short story about a real goldfields personality. Include reference to their contribution and why they appeal to you.
7. Make up a short story using a fictional character but real locations, things and possible events from the goldrush days.
8. Which townships have developed due to the presence of minerals? Use a map (with title, key, scale and labels) to locate places and activities.
9. What minerals have been discovered more recently in Australia? Include dates on the various mineral deposits (perhaps use an overlay to mark those workings that have closed down).
10. What is the land in former gold mining areas used for now?
11. Discuss the concept of a "ghost town". From a list of key words, write about a gold "boom town" and its disappearance some years later. (Croydon in Queensland might make an interesting study. From a population of around 40 000 in the early twentieth century it has shrunk to around 100 inhabitants. White ants have destroyed most traces of the town; only the shafts and iron lie in the bush.)
12. The following titles are some of the classic Australian stories written about goldfields life:
    The Loaded Dog,
    The Golden Shanty,
    The Chinaman's Ghost.

Overview 2

"As societies grow, they develop certain characteristics. These characteristics are strongly influenced by a society's natural environment."

Information

Note: The points in the information, skills and values sections correlate.

1. Some characteristics or images of Australians are traditional ones, others modern.
2. Assess the influence gold discoveries had on the development of Australia and Australian society.
3. Hardships and privation helped foster mateship and an independent spirit amongst miners.

4. Australia is mainly a country of recent immigrants (the last 200 years).
5. The natural environment helped determine the character of the mining and gold seekers.

Skills

1. Collate evidence from magazines, newspapers, poetry, prose and family history.
2. List positive and negative factors. From a time-line, relate the importance of the gold era to other times and industries; e.g., pastoral, industrial, convicts, land settlement.
3. Research life in the mining fields, difficulties with the law, miners' rights and the Eureka Stockade.
4. Find magazine, pictorial and other evidence to show the mix of cultures. Research immigration figures.
5. In what sort of terrain and geographic locations were the major gold discoveries made?

Values

1. Does a typical Australian exist?
2. Was the influx of people a good thing?
3. Was the rebellion at Eureka justified?
4. Have there been immigrations of people of different nationalities, in stages, at various times? Have there been changing prerequisites for immigrants? Who should be allowed to migrate?
5. Why will people undergo extreme hardship in the search for gold?

Sample activities

1. How do we describe a typical Australian today? Have we changed over the years (1850s, 1915, 1956, now)?
2. Make an advertisement to portray the typical Aussie to people overseas. Include ideas on food, drink, clothes, physique, phrases, entertainment, religion, cars, houses, sports, work. Is there any conflict in choice?
3. What is the image portrayed by some of the characters in the following:
   The Man From Snowy River,
   Waltzing Matilda,
   cricket and football teams,
   bushranger stories,

   Dad and Dave,
   The Man From Ironbark,
   the political arena?
4. Discuss other images portrayed in modern films, and by business people and people in the spotlight. Is the typical Australian now a city (or cosmopolitan) character, rather than country?
5. Review urbanisation in Australia. How many people are urban? Map the population density, describe and account for the pattern. How has it changed from the gold days?
6. Look at the influence of immigrants in our history. Research the waves of migration and discuss the truth of the statement "Australia is a nation of migrants."
7. Using pictorial or written evidence (newspapers, telephone book, statistics, photographs, surveys) present information about the influence of other cultures in Australia.
8. People reacted to news of gold discoveries in different ways. Give your opinion on how some of the following might have reacted:
   a city baker,
   an unemployed labourer,
   a Chinese immigrant,
   a city landlord,
   an old doctor,
   a teacher,
   a newly arrived sailor,
   a clerk's wife (with son aged 6),
   an importer/exporter.
9. What was a miner's licence? What did it cost? Why was it introduced? Was its introduction necessary? What part did the licence fee play in the Eureka Stockade? Are miner's licences still purchased today? Why?
10. Accurately reproduce the flag of the Eureka miners. Describe it in words. Where, and for what reasons, is the flag in use today?
11. How well were Chinese and/or Afghan immigrants accepted on the goldfields?
12. Discuss the difficulties that Vietnamese, Yugoslavian, Italian, Lebanese or English immigrants might have in settling here.

Comment on the relative difficulties each of these nationalities have in mixing. List some of the advantages and disadvantages each might have.

13. In what ways did miners "stick up" for, or help each other, in the camps and goldfields?

14. Does gold have real value? What is meant when it is said that gold has no "intrinsic" value? Why is gold worth so much? How do we use gold?

Enrichment

Imagine that . . .

1. You are eleven years old and have been taken to the Ballaarat goldfields by your father; there were no other relations you could live with. Your father is either (choose one)
a miner,
a storekeeper, or
a policeman.
He is very busy working to provide food and shelter for you both. There are only a few children and women at the diggings.
(a) Describe the work your father does on any day.
(b) Are you likely to go to school? Explain.
(c) Describe what you would do during the day.
(d) Describe your food, clothes and other belongings.
(e) Would it be fun for an eleven-year-old at the diggings? Why?

2. Imagine you are one of the many poor miners at the diggings. You can't afford the licence fee of thirty shillings each month. You continue to mine regardless of the consequences, are caught by police, fined, and, as you have no money, imprisoned.
(a) Do you think this treatment is just?
(b) Is a licence fee reasonable considering only a few might strike it rich? Explain.
(c) Why do you think the licence fee was required?
(d) Were the Eureka miners who objected and staged a rebellion wrong to oppose the law?
(e) Was your decision to mine for gold a good one? Was it a responsible decision?

3. You are a doctor in Suze Port. On hearing of the goldrush, you leave your patients and head for Goldfields to mine.
(a) List reasons why you should and why you should not go. Consider that there were few doctors available at the time.
(b) What would happen to your patients if you chose to go?
(c) How would you travel to the diggings? What sorts of characters would you meet there?
(d) When you returned after two years, how would you feel about treating the same patients you had left behind?

Notes for BBC network managers

Goldfields can easily be networked.

The files on the disk are as follows:

!BOOT	An EXEC file
INTRO, SUZE, TRAVEL, MUIR, FTOWN, MINING, END	BASIC programs
STOF, MAP	Screen data files

All these should be transferred to a directory. If the directory is $.GOLD, and a user called GOLD is created, with start-up option set by *OPT 4,3 to EXEC, then logging on by *I AM GOLD will run the software exactly as on the disk version.

PAGE is set to &1100 by this software, which is lower than usual for the network, but the software will still run properly. Remember to press BREAK after using the software. On some networks (for example if ANFS chips are being used), it may be necessary to press CONTROL-BREAK (or else a "Bad net checksum" error will be given). In this case, the user will probably find that he or she needs to log on again.

If the files are put in a directory as described, the user will have ownership of all the files. In this case, the saving and loading of games will happen exactly as on the disk version. However, only 15 games may be saved and there is no check against different users picking the same game number (in which case only the last game with that number will be saved). The files containing saved games are called GAME01 to GAME15. The manager may, of course, rename these files, or move them to a different directory, thus allowing more games to be saved. The files must

be restored to their original names before being loaded when a player wants to resume a game.

Many managers choose to put software on public access (LR/R) in directories which users do not own, to guard against accidental or malicious interference with files. In this case, game-saving will not work as the user is not permitted to save in the current directory. An "insufficient access" error will be given and the program will continue.

Managers wishing to alter the software to allow game-saving while still not giving users ownership of the software are welcome to do so. Remember to keep a backup! The loading of games is done in the "SUZE" program only, and routines exist in SUZE, FTOWN, MINING and END for saving games. These saving routines are almost identical (but note the different setting of A% in each case). Possible alterations would be (1) changing directory to the user's own directory for saving and loading, then returning to the GOLD directory, or (2) removing the restriction to fifteen saved games.

Getting started on the . . .

Apple

1. Put the *Goldfields* disk (label side up) in the disk drive. (Do not shut the door of the drive yet.)
2. Switch on the monitor.
3. Switch on the computer.
4. When the red light on the disk drive is glowing, shut the drive door.
5. The *Goldfields* title screen will soon appear. Once that has happened, press the SPACE BAR to start the program.

BBC

1. Switch on the monitor.
2. Switch on the computer.
3. Put the *Goldfields* disk in the disk drive and shut the drive door.

4. Hold down the SHIFT key and press the BREAK key; then release the BREAK key *before* taking your finger off the SHIFT key.
5. When the program has loaded, the title screen will appear. Press the SPACE BAR to start the program.

Commodore 64

1. Switch on the computer.
2. Switch on the monitor.
3. Switch on the disk drive.
4. When the red light on the drive goes out, put the disk (label side up) in the disk drive and shut the door.
5. Type LOAD "GOLD*",8: (Don't forget the colon.)
6. Hold down the SHIFT key and tap the RUN/STOP key.
7. After a few minutes, the title screen will appear. Press the SPACE BAR to start the program.

IBM

To install the program on a computer

Switch on the computer. Once the computer is running, put the disk in drive A and type

```
A:
INSTALL
```

Then follow the instructions on the screen. When you have finished this, the procedure will not have to be repeated.

Note: **BASIC** must be available during this process, and at all times in the future.

Using the program

Switch the computer on. Once the computer is running, type

```
GOLD
```